

The WORLD MONITOR Readers' Guide to Better Children's Television



GETTING INVOLVED

Community Access. Stimulate local production of programs involving children in all aspects. Programs would be produced in the community, performed by community members, and televised in that community.

Interactive Programming. Experiment with interactive shows—ones that would periodically give assignments for the viewer to read and then follow up with a suitable quiz.

Children's Network. Start up a separate network devoted entirely to educational and entertainment programs for children. Using fiber optics you could separate degrees of instruction for the households that wanted a specific level.

Selectivity. Encourage civic-minded newspapers to accompany their TV schedules with blank grids, where parents, children, and teachers can choose what and how many shows will be watched in the coming week.



KNOWING THE WORLD

How Things Are Made. From a box to a cathedral. Show in stop-action the steps needed to go from undeveloped property to a house or apartment building. Short films from corporations showing what they make, what raw

materials they use, how they fit into world trade.

Exploration. Scenes of preschoolers on trips, with pauses for explanations and a phone number for parents to call about openings for their children on future trips.

Think About It. "Why do we itch?" "Why exactly do we look upward when we think?" Answers to questions kids may be afraid to ask—but could send in for reply by a funny host.

Current Events Come to Life. Peter Sellars adapts old plays to modern topics. Jay Leno does jokes. Plus news and guest singers.

School Life. Kids act out how school really is.

Where Does Food Come From? Go from a dairy farm to the carton of milk in the grocery store.

How to Make. Use common household materials or inexpensive items or throwaway trash (a bird feeder from a milk carton).

How to Do. Cooking, plumbing, wiring, sewing, cleaning house, auto repairing.

How Things Work. TV, VCR, etc.; bells, pencil sharpeners, typewriters, door locks; a house's hot water system; programming, using animation, that actively involves the child. Materials and processes that a child can handle

at home along with the show. Or leave out portions of a scenario and give directives for the child to "search and find."

How Cities Work. Water, food, buildings, people, government. Why do cities fall apart? How do we keep them up? Differences between cities of the world.

How Society Works. How do prisons, hospitals, the mail system, etc., operate?

How I Got to Be a —. Housecleaner, architect, engineer. How did they get their jobs? What subjects did they take in school? What kind of grades did they make? What's the career path? What do their jobs contribute to the world? Are there any risks involved?



KNOWING HOW TO ACT

Children and Choices. How to make decisions between right and wrong, good and bad.

Home Safety. What to do if an emergency arises and you're home alone.

Getting Together. The value of settling differences, cooperating with others. The importance of negotiation, conflict resolution. The art of communication.

Scouting. Showing skills needed for earning badges (knot tying, etc.).

Following Directions. Navigation. How to read manuals.

The Bible. Bible stories that portray

WM Readers Who Contributed to the Programming Above

Dorel A. Abbott, Asheville, N.C.
Pat Allendorf, Torrance, Calif.
Evelyn Back, Tampa, Fla.
Paul Bellanda, Cambridge, Mass.
Helen King Boyer, Kansas City, Mo.
Ralph S. Brower, Albany, N.Y.
Marion Bruce, Kimberling City, Mo.
Kathryn Coe, Phoenix, Ariz.
Frank Crowson, Mt. Airy, Md.
Wayne F. Currie, Ogdensburg, N.Y.
Susan Hunt Deal, Greenwich, Conn.
From Joyce DeForge's expository writing class—Jessica Bittermann, Jessica McNaughton, Wendell Morse, Sarah Nist, Rick Pizzo—at U32 Jr./Sr. High School, Montpelier, Vt.
Ron Dewey, Cleveland, Ohio
Laurence K. Disenhof, Lowell, Mass.
Adam Dohmen, Kewaskum, Wis.
Linda Dohmen, Kewaskum, Wis.
Marjory M. Donn, Greenbelt, Md.
Polly duPont, Alstead, N.H.

Lynn A. Farquhar, Denver, Colo.
Richard Fobes, Corvallis, Ore.
Giraffe Club, signed Clark, Dustin, Graham, Kelly, Scott, Sheena, Tracie, Mrs. Crain, at Abernethy School, Portland, Ore.
Candace K. Gray, Monroe, Mich.
John E. Hathaway, Fort Wayne, Ind.
Richard J. Henges Jr., Kansas City, Mo.
Susan F. Henry, Berlin, Mass.
Marie V. Kaminez, Yorktown Hts., N.Y.
Lois Langdon, Louisville, Ky.
Henry Wells Lawrence, Honolulu, Hawaii
Joelle Livingstone, Hamilton, Ontario
Martin Lutz, Lummi Island, Wash.
Mildred W. Marshall, Portland, Ore.
Robert McGowan, Hamburg, N.Y.
From Dana Hood Morgan's seventh-grade TV criticism class—Erika Kapler, Jonathan Krisel, Tiffany Fielding, Allison Quinn Neiman—

at Berkeley Hall School, Los Angeles, Calif.
Diane Mutchler, Davis, Calif.
Faith Paulsen, Norristown, Pa.
Brenda Logwood Price, Fairfax, Va.
Mary C. Rasmussen, Williams Bay, Wis.
Wilbur Rhodes, Kittery, Maine
Margery Robertson, Portland, Ore.
William Roth, Claremont, Calif.
Peggy Scoff, West Middlesex, Pa.
Shirley Sivula, Eugene, Ore.
Alice Jean Small, Monterey, Calif.
Jon E. Sollid, Los Alamos, N.M.
Patti Stevens, Webster, Texas
Robert L. Strickland, Sheridan, Wyo.
Marianne Thiel, St. Charles, Mo.
Peter Tolk, New York, N.Y.
Deborah Totterdale, Worthington, Ohio
C. Tucker, Princeton, N.J.
Pat Wells, Somerville, Mass.
Doris Wimber, Eugene, Ore.
Gregory Wright, Sherman Oaks, Calif.

the values of a civilized society (courage, kindness, fortitude, perseverance, brotherly love, wisdom, economy), especially put into a child's context.

Advertising. Examine advertising and alert children as to what it is, what it does, how it is used.

SCHOOL OUTSIDE OF SCHOOL

Geography. Teach children to make maps not only of countries, rivers, mountains, or the world but also of their room, house, street, town, and backyard.

Art. Color coordination drawing. How to make simple line drawings, shading, perspective using basic materials.

Music. A sing-along with child listeners trying to find the matching tone, explore harmony, and identify rhythms.

Sciences. Use animation. A good cartoonist should be able to make the smashing of atoms every bit as entertaining as the smashing of "puddy-tats." Use common household objects to carry out intriguing scientific experiments. If you can't lick 'em, join 'em—have the Ninja Turtles explore the human body and teach biology.

History. Documentaries as good as the recent public television Civil War series that show how people lived in earlier times but without inauthentic gimmicks like the TV news broadcast from the 14th century.

Sports. Teach the rules for popular sports along with hints for improving athletic skills and sportsmanship.

Language. Elementary lessons in various languages, using animation. Appreciating languages from all over the world, exploring similarities and differences, helping to develop understanding of other cultures, how to avoid verbal misunderstandings.

Sign Language. Easy for children to grasp, lends itself to mime and other forms of dramatic presentation, and can play a role in helping children with learning disabilities. The art of no longer having to out-scream each other to be heard.

Current Events. From a child's perspective: ecology, military operations, sports, politics, literature, technology.



Social and historical context of present world problems in understandable terms. Steer young children in the direction of reading the daily newspaper and weekly/monthly magazines.

REAL-LIFE DRAMA

A Day in the Life of — Children in different countries showing life styles, pets, occupations, etc. A gymnast, a blind child, a camper, a Buddhist, a farmer, a Masai villager. How do they eat, dress, go to school, travel? What does their room look like? What are their dreams? Teach respect for the diversity of human beings, highlighting the richness of various ethnic groups, subcultures, religions, family units.

Biography. Profiles of famous, successful, or gifted people, showing people at their best, solving problems, using traits necessary to succeed.

Life Styles of the Socially Responsible. Show the need for young scientists, pilots, musicians, artists, dentists, botanists, master carpenters, good politicians, teachers, chemists, diplomats, actors, dancers, farmers, inventors, economists, and authors to come along and replace those who are there now.

Profiles of Children. Inspiring stories about children, e.g. girl who adopted nursing home residents as family, middle schoolers who created their own

museum, children actively involved in their communities, cleaning up litter, fixing up and painting rundown buildings, reaching out to elderly and needy. Recitals by young violinists, pianists, or other musicians showing what children are capable of achieving.

How to Think. Stories that show characters thinking: challenging assumptions, considering alternative explanations, gathering evidence, not jumping to conclusions, resisting stereotypes.

ART AND LITERATURE

National Library Story Hour. Librarians from all over the country read their favorite poems and stories geared for children. Interview/visits with authors and illustrators of children's books.

Performance. Dramatizations based on "Huckleberry Finn," "The Wizard of Oz," "Charlotte's Web," etc. "Peter and the Wolf" as a ballet or a drama with teenage actors, with cutaways to the various instruments that play the theme. Animation of popular children's books and modern and ancient classics such as "Animal Farm," "The Odyssey."

Storytelling. Nondramatized folk tales, myths, told with the language of description allowed to convey the ideas and thoughts. Encourage children to write their own. What makes a good story and storyteller?

Stories by Children. Stories written by children and set to animation.

Great Art. How it speaks to everyone. Geographical/cultural influences on the art we see. Tours of the great art galleries of the world.

Poetry. Listening to poetry, memorizing, writing their own verses.

Puppets. More puppet shows!

FUN AND GAMES

Reasoning. Card games, board games, puzzles that teach reasoning skills.

Facts. Live game shows that emphasize basic knowledge in science, geography, history.

Amateur Sports. Feature school kids or teenagers instead of pros.

Humor. Sharing fun riddles, jokes, puzzles.

Here are six proposals that will help the FCC to measure industry compliance:

1. The FCC should adopt a Processing Guideline with a more precise definition of programs specifically designed to educate and inform children. Qualifying "core" programs should be defined as "programs at least 30 minutes in length specifically and primarily designed to educate and inform children," as the FCC has suggested in its Notice of Inquiry, Docket #93-48 of March 2, 1993.
2. Stations should be required to identify the "core" programs meeting the above definition.
3. Stations should be required to identify the specific educational or informational need each "core" program is designed to serve.
4. Stations should be required to identify each "core" program's target age group: pre-school (2-5), school-age (6-11), and teenage (12-16). If an examination of these categories in license renewal applications indicates that an age group is underserved by "core" programs, the FCC should promulgate additional guidelines to better equalize service to children.
5. The FCC Processing Guideline should count as "core" programs only those programs aired between 7 a.m. and 10 p.m., with special attention to times appropriate to reach the age group listed as the target audience by the licensee.
6. The FCC Processing Guideline should specify a minimum of seven hours per week of regularly scheduled "core" programs, with special emphasis on the need for Monday through Friday as well as weekend "core" programs on every station.

As the 1974 Policy Statement makes clear, "[t]here is a tendency on the part of many stations to confine all or most of their children's programming to Saturday and Sunday mornings... It is clear that children do not limit their viewing in this manner.

The Policy Statement also stated, "Even though we are not adopting rules specifying a set number of hours to be presented, we wish to emphasize that we do expect stations to make a meaningful effort in this area." The Children's Television Act reinforced the idea that broadcasting must provide educational shows for children without specifying an amount. The response of the NAB, in its "Service to Children's Television Idea Book" of 1991, proves that the FCC must spell out exactly how much service children are entitled to per broadcast day. The NAB calls its Idea Book a "point of reference for you when designing your children's programs," and states:

While the amount of "specifically designed" programming each station airs will vary according to its circumstances, many private practice broadcast lawyers have voiced the opinion that they will counsel their clients to air at least a weekly half-hour of educational and informational programs for children.

Suppose that all television time was devoted to children's TV -- with a half-hour a week -- or an hour a week -- or even an hour a day providing news and information for adults. How long would it take for public policy to decide that broadcasters must provide more adult time to satisfy our citizens' need-to-know? Do we care more about educating our adult population than our children?

One broadcast entity that does provide a rich menu of entertaining programs designed to excite kids' minds and imaginations is the Public Broadcasting Service, PBS, an institution that had barely begun when I first came to the FCC. With "Mister Rogers' Neighborhood," "Sesame Street," "Long Ago &

Far Away," "3-2-1 Contact" and "Where in the World is Carmen Sandiego?," PBS has made TV learning in school and at home a high adventure.

Given its limited resources, public broadcasting's record in serving young audiences is remarkable for the array of choices it offers to children of various ages and for its willingness to tackle hard-to-handle topics and make them understandable to kids.

If new rules and an FCC Processing Guideline are not enough to guarantee TV industry compliance with the mandate to serve children, I propose an alternative solution. The FCC should relieve broadcasters of their public service obligation to children and instead charge the industry a very small percentage of its revenues. That money should be allocated to the Public Broadcasting System to use for programs specifically designed to educate children. Fortunately, PBS knows precisely what that mandate means. I believe a reasonable amount is \$100,000,000 annually, which is less than half of 1% of the revenues of the TV broadcast industry.

As Justice Warren Burger has written:

A broadcaster seeks and is granted the free and exclusive use of a limited and valuable part of the public domain; when he accepts that franchise, it is burdened by enforceable public obligations. A newspaper can be operated at the whim or caprice of its owners; a broadcast station cannot.

As the new Center for Media Education study proves, commercial station service to young audiences is still capricious

at best. The good news is that the present inhabitants of the White House have put the health and education of America's children at the center of its concerns.

I'm sure you will, too!

Millicent Green Statement for
the En Banc hearing
on
Children's Television

Good morning, my name is Millicent Green. I have just completed the 7th grade at St. Francis Xavier Catholic School in Washington, D.C. I am also a reporter for Children's Express, a national non-profit youth development and leadership organization which uses oral journalism to give children a significant voice in the world.

Children's Express is a news service researched, reported and edited by children such as me for audiences of all ages. Last year I participated in public hearings in Washington, D.C, on Violence in Child's Life: At Home, At School, and On The Streets.

I have been asked to talk today about children's television programming. In my opinion children's programs should be educational, fun, and also interesting. Shows such as "Not Just News," and "National Geographic," in my opinion are defined as educational, fun, and interesting.

"Not Just News," and "National Geographic," are simpler for children to understand.

"Not Just News" speaks on topics and subjects around the

world, and "National Geographic" teaches about the animals around the world.

These are two of the many children's educational programs that I am familiar with.

In my view there are not enough educational and informational programs on television. I know I would watch good educational shows if they were on television and I believe that many other children would watch such shows.

And now for my closing remarks. Television is like food, you have to eat it in moderation. Children's television programs can be a good education tool. On the other hand, bad television is like junk food. Too much of it can become addictive.

CHILDREN'S EXPRESS

AT A GLANCE

- Created in 1975, Children's Express(CE) is a national non-profit youth development and leadership organization which uses oral journalism to give children a significant voice in the world.
- CE is a news service researched, reported and edited by CE reporters (8-13) and teen editors (14-18) for audiences of all ages.
- Headquartered in Washington, DC, CE operates news bureaus in New York, Washington, DC, Indianapolis and Marquette, MI with satellite bureaus in Atlanta, Oakland and Houston.
- CE's weekly column is syndicated to newspapers around the country, including Knight-Ridder's Newspapers(28 newspapers), Newhouse Newspapers(24 newspapers), The Indianapolis Star, the New York Amsterdam News, the Montgomery(Al) Advertiser, the Greenville(SC) News, the Waco(TX) Tribune Herald and The Sentinel (Prince George's and Montgomery County, MD) newspapers.
- CE has published three books, including the recently released, Voices From the Future: Our Children Tell Us About Violence in America (Crown/ Random House).
- In October, 1993, CE reporters convened three days of public hearings in Washington, DC on Violence in the Child's Life: At Home, At School, and On the Streets. The proceedings were covered gavel-to-gavel by Howard University's public television station, WHMM Channel 32. Television news coverage of the event and three one-hour edits of the proceedings for public television reached millions of viewers.
- CE was nominated for a Pulitzer Prize in 1982; and received George Foster Peabody and Emmy Awards for coverage of the 1988 presidential campaign.
- CE reporters and editors have appeared on *Today*, *Good Morning America*, *60 Minutes*, *20/20*, *Sony Live* (CNN), network evening shows, ABC, CBS and NBC evening news, *Public Television*, and countless local television programs; CE has been heard and covered on *National Public Radio*, the *Diane Rehm Show* and numerous other radio shows.
- CE news teams have covered the past five Presidential elections; and for the past six years have held a bi-annual symposium on "The Media and Children's Issues," involving journalists, experts and reporters from various CE News Bureaus. In 1978, CE convened hearings on incarcerated youth.
- CE has developed the Reporting, Editing And Publishing(REAP) Program which is an in-school curriculum for at-risk middle school students. The objective of the REAP program is to raise students' self-esteem and awareness and to improve their written and verbal communication skills. Presently, the REAP curriculum is being implemented in classrooms in Louisville and San Diego.

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OFFICE OF SECRETARY

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Children's Television

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I have been asked to talk today about children's programming. Children's programs should be educational, fun, and interesting because children will enjoy themselves and at the same time learn about new and educational things.

The shows, "Not Just News," and "National Geographic," are

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educational, fun and interesting. I like "Not Just News" because it talks about the things that happen around the world in a language that I can understand. I like "National Geographic" because it talks about the animals around the world. It shows the animals in action in their natural habitat.

There are not enough educational and informational programs on television. I want to see more shows like "Ghost Writer" which gives children clues to solve mysteries. It also teaches children how to deal with different situations such as drug abuse. I know I would watch good educational shows if they were on television and I believe that many other children would watch such shows.

Some of the programs children watch are not all necessarily children's programs. The programs are for adults but are shown at times when children are watching. Some of these programs are highly overrated. These programs cause racial, religious, appearance, and gender stereotypes to be formed in children's minds. When I watch "Married with Children", I see Kelly and I see a young girl who is stereotyped as a dumb, blond-haired, blue-eyed female. I'd rather see something that is more realistic.

Some children would rather choose an inappropriate program over an educational program because children like to be entertained. Inappropriate programs often entertain children with violence. I think this form of entertainment can influence violence in a child's life. When the younger children that I babysit watched cartoons such as Teenage Mutant Ninja Turtles, they want to imitate the characters in the programs. They made karate

movements and sounds like the turtles.

I want the television networks to put more children's television programs that are educational and entertaining on for a greater amount of time. I want to be able to turn on the television, no matter what time it is, and find a program made especially for me.

In closing, I'd like to say that television is like food, you have to eat it in moderation. Children's television programs can be a good education tool. On the other hand, bad television is like junk food, too much of it is addictive.

March 10, 1993

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FEDERAL COMMUNICATIONS COMMISSION
WASHINGTON, D.C. 20541

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FEDERAL COMMUNICATIONS COMMISSION

Federal Communications Commission;

I am writing in regard to the Children's Television Act, and "how we might better guide broadcasters" to what is educational and instructional.

The television programs presented to our children should deal with current problems facing our children in their youth. They should relate to our children in a realistic way. Giving our children moral solutions and principles that will better them.

The information or acts that are being related to the children should be able to be used by the child without causing themselves or others harm. They should not be allowed to contain any witchcraft or occultic material or overtones which would cause a child to be curious, to further investigate these destructive life styles.

Thank you for your time and consideration of my comments.

Sincerely,

Mrs. Hayle Combs
7428 Fisher-Danger Rd.
Greenville, Oh 45331

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FEDERAL COMMUNICATIONS COMMISSION
OFFICE OF SECRETARY

OFFICE OF THE SECRETARY,
FEDERAL COMMUNICATIONS COMMISSION
WASHINGTON, D.C. 20554

RE: JEE NESSIM

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F.C.C.

3-5-93

pg 1084

RE: THE PRESS DEMOCRAT 3-9-93
PG. A1 "FCC WARNS STATIONS 'EDUCATIONAL'
RULES NOT JUST FOR SNOW"

BRAVO! I LOVE YOU PEOPLE!

FOR YEARS NOW I NOTICED HOW
SO CALLED EDUCATIONAL PROGRAMING
FOR CHILDREN, HAS, EVER SO CLEVERLY
TAUGHT CHILDREN RACIAL, SOCIAL
AND ECONOMIC PREJUDICE. I THOUGHT
"SESAME STREET" WAS INSANE AND
NOW WE HAVE A WHOLE GENERATION
OF CHILDREN, NOW TEENAGERS IN
GANGS AND CRIMINAL ACTIVITY.
NAME CALLING, HATING EACH OTHER
AND POWERLESS TO DO WHAT THEY
NEED TO DO TO CREATE THIS WORLD
A BETTER PLACE FOR ALL HUMANITY.
I AGREE WITH YOU. WHAT KIND OF

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F.C.C.
pg 2 of 4

EDUCATION IS THAT FOR CHILDREN?
I NOTICED ON "BUSTER AND FRIENDS"
A T.V. PROGRAM IN MY AREA ON
EARLY MORNING T.V. TO BE ^{UN-}
DATED WITH RACIAL VISUAL
MESSAGES, BLONDE = TO WHITE AND
BLACK = TO DUMB AND THIRD WORLD.
I TRUST I'M WRONG, YET, I AM
MOVED TO DISCUSS IT WITH YOU.
FLINTSTONES = STUPID MEN WITH
WIVES WHOM LAUGH AT THEM AS
ALL THE MEN EVER COME UP WITH
IS STUPID IDEAS.
JETSONS = A SAD LITTLE BOY WITH
A DUMB STEP AND FETCH IT FATHER
AND AIR HEAD MOTHER AND SISTER.
YOBI BEAR = JERKING AROUND
FOREST RANGERS WHILE CRIME
PAYS BECAUSE FOREST RANGERS ARE
STUPID.
LEAVE IT TO BEAVER = BIG KIDS JERKING
AROUND LITTLE KIDS,
G.I. JOE = CALLING EACH OTHER NASTY
NAMES AND WOMEN AS BRUTAL SEX

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F.C.C.
pg 3 of 4

SYMBOLS.

ALVIN THE CHIPMUNK = A BAD BOY
WHOM IS NEVER GOOD AND ALWAYS
BAD ALLOWED TO SAY I'M SORRY
WHILE NEVER MENDING HIS WAYS.

PERSONALLY I'M SICK AND TIRED
OF WATCHING ANIMALS PLAY THE
PART OF HUMANS WHICH IS LOONATIC
SCIENTIFICALLY SPEAKING.
HUMANS ARE HUMANS AND ANIMALS
ARE ANIMALS. CHILDREN ARE
CONSTANTLY BEING TAUGHT THINGS
THAT ARE NOT TRUE. SEXUAL
DISCRIMINATION IS RAMPANT
IN CHILDRENS PROGRAMS AND
COMMERCIALS DESIGNED FOR
CHILDREN. CHILDREN ARE
TAUGHT TO GO AFTER JUNK FOOD
LIKE LEMMINGS GOING OVER A
CLIFF AND BUY! BUY! BUY! ON A
LEVEL OF IF A PARENT CAN'T
AFFORD THE STUFF, A PARENT
IS STUPID AND OF NO VALUE AS

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F.C.C.
pg 484

THOUGH THE PARENT IS NOT
THE VICTIM OF INDUSTRIALISTS
MOVING INDUSTRY TO COUNTRIES
THAT ALLOW CHILD AND SLAVE
LABOR AS THEY POSITION THESE
PEOPLE WITH TOXIC WASTE AS
THEY WERE FORBIDDEN TO DO BY
OUR STATE AND FEDERAL
REGULATORS.

I AM PROUD OF OUR F.C.C.
FOR ADDRESSING THIS ISSUE
~~OF~~ TEACHING CHILDREN
THINGS THAT HAVE TO BE
CORRECTED LATER AS THEIR
BUBBLES ARE POPE OVER AND
OVER AGAIN LEADING TO DISPAIR
AND ANGER AT ADULTS DISPOSED
TO LIE TO THEM AND THE
CHILDREN BEING TAUGHT TO
BASICALLY HAVE NO RESPECT
FOR AUTHORITY BECAUSE AUTHORITY
LIES TO THEM AND TEACHES THEM
TO VIOLATE CIVIL RIGHT.

RESPECT FULLY SUBMITTED *My* RENEE
NESSIM

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MM93-78 Mon. March 8, 1993

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F.C.C.,

FEDERAL COMMUNICATIONS COMMISSION
OFFICE OF SECRETARY

The normal family is once again under attack! What do you people mean by The Flintstones and The Jetsons cartoons are not educational? These two shows are very educational. They represent a normal functioning family, where Daddy kisses Mommy and the children good-bye and goes off to work. Mom takes care of the house and kids. They do normal everyday things just as my family does. They deal with the paper boy, mow grass, go bowling, go shopping etc. They do not fight the forces of evil with guns and violence. They teach good family morals and togetherness. They solve their problems with their minds and hearts. They have family pets, which teaches kindness to animals. They relate with their neighbors. These types of shows are a God send. It assures children that there is still good in the world, that this is the normal family, not the Simpsons. Get rid of shows that really need the boot, like Simpsons, Ren & Stimpy, Bat Man, Law Toonage, ~~Darkwing Duck~~, T-Rex, Addams Family, Ninja Turtle, Tiny Toons, etc. I've yet to see a lesson to be learned in any of these shows. They solve all their problems with foul language and violence. You have no right telling us what our children can and cannot watch. Government should stay out of it.

Carol Leonard
Cataula, N.C.

P.S.

Let's not forget G.I. Joe. They kill people on that toon.

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NEW YORK STATE EXPERIMENTAL
PRE KINDERGARTEN PROGRAM
SYDELLE BLATT
Acting Supervisor



Cardner Avenue Extension
Middletown, N.Y. 10940
Phone (914) 341-5280
Fax (914) 343-0644

April 28, 1993

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FEDERAL COMMUNICATIONS COMMISSION
U.S. DEPARTMENT OF COMMERCE
WASHINGTON, D.C. 20541

Federal Communications Commission
1919 M Street
Washington, DC 20554
Attn: Chairman James Quello

Dear Chairman Quello:

As parents of the Middletown Prekindergarten Program, we would like to voice our dissatisfaction with the level of programming available to our children. Even some cartoons are not educational but demonstrate force and violence in a manner inappropriate for children's viewing. An example, Ren & Stympe, is totally unacceptable.

Beside creative program content, an important improvement would be the timing of good educational programs. Late afternoons, early evening and weekend would be the most appropriate viewing time.

An example of a worthwhile educational program is Barney. It teaches parenting, manners, fire safety, counting, how to deal with strangers, share toys, get along with siblings. Other good examples are the age old Sesame Street, Mr. Rogers, and 321 contact.

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Sincerely,

James P. Lewis

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NEW YORK STATE EXPERIMENTAL
PRE KINDERGARTEN PROGRAM
SYDELLE BLATT
Acting Supervisor

Cardner Avenue Extension
Middletown, N.Y. 10940
Phone (914) 341-5280
Fax (914) 343-0644



April 28, 1993

Federal Communications Commission
1919 M Street
Washington, DC 20554
Attn: Chairman James Quello

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DEPT. OF SECRETARY

Dear Chairman Quello:

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Christine Leach

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Digna Cortez

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Paula Rivas
Carmen Cruz
Mellic Sanabuei
Juana Mead

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Sydelle Blatt
Francesca Kelly
Sam Cabrera

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